

William S Sandel Elementary

2700 Seminole Rd
Columbia, S. C. 29210

Grades	K-5 Elementary School	
Enrollment	501 Students	
Principal	Fae M. Young	803-731-8906
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	6	49	76	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No

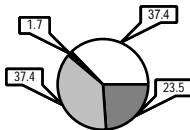
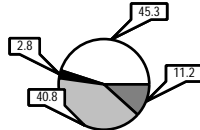
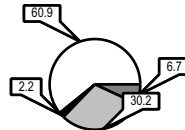
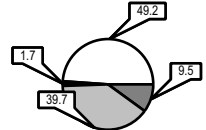
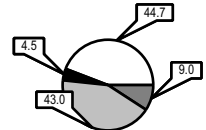
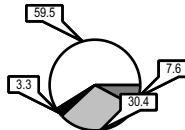
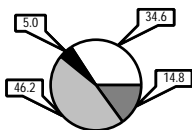
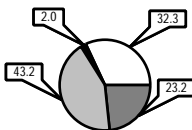
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	234	100.0	37.9	38.4	22.1	1.6	30.0	Yes	Yes
Gender									
Male	129	100.0	44.2	44.2	10.6	1.0	19.2		
Female	105	100.0	30.2	31.4	36.0	2.3	43.0		
Racial/Ethnic Group									
White	12	100.0	27.3	9.1	54.5	9.1	63.6	I/S	I/S
African American	205	100.0	38.4	40.7	19.8	1.1	27.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	200	100.0	32.9	39.2	25.9	1.9	36.1		
Disabled	34	100.0	62.5	34.4	3.1	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	234	100.0	37.9	38.4	22.1	1.6	30.0		
English Proficiency									
Limited English Proficient	16	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	218	100.0	37.8	38.8	21.8	1.6	29.8		
Socio-Economic Status									
Subsidized meals	197	100.0	40.4	39.1	19.9	0.6	25.6	Yes	Yes
Full-pay meals	37	100.0	26.5	35.3	32.4	5.9	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	234	100.0	45.3	39.5	12.1	3.2	25.3	Yes	Yes
Gender									
Male	129	100.0	46.2	39.4	10.6	3.8	22.1		
Female	105	100.0	44.2	39.5	14.0	2.3	29.1		
Racial/Ethnic Group									
White	12	100.0	18.2	45.5	9.1	27.3	54.5	I/S	I/S
African American	205	100.0	46.9	39.0	12.4	1.7	23.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	200	100.0	40.5	43.7	12.7	3.2	27.8		
Disabled	34	100.0	68.8	18.8	9.4	3.1	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	234	100.0	45.3	39.5	12.1	3.2	25.3		
English Proficiency									
Limited English Proficient	16	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	218	100.0	45.2	39.4	12.2	3.2	25.0		
Socio-Economic Status									
Subsidized meals	197	100.0	46.8	41.0	9.6	2.6	23.1	No	Yes
Full-pay meals	37	100.0	38.2	32.4	23.5	5.9	35.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	234	98.7	59.6	31.9	6.4	2.1	8.5
Gender							
Male	129	99.2	61.2	31.1	4.9	2.9	7.8
Female	105	98.1	57.6	32.9	8.2	1.2	9.4
Racial/Ethnic Group							
White	12	91.7	30.0	60.0	10.0	0.0	10.0
African American	205	99.0	61.4	30.7	6.3	1.7	8.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	200	98.5	55.1	34.6	7.7	2.6	10.3
Disabled	34	100.0	81.3	18.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	98.7	59.6	31.9	6.4	2.1	8.5
English Proficiency							
Limited English Proficient	16	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	218	98.6	59.7	32.3	6.5	1.6	8.1
Socio-Economic Status							
Subsidized meals	197	99.0	62.6	32.9	3.2	1.3	4.5
Full-pay meals	37	97.3	45.5	27.3	21.2	6.1	27.3

Social Studies							
All Students	234	99.2	48.9	39.9	9.0	2.1	11.2
Gender							
Male	129	99.2	53.4	35.0	8.7	2.9	11.7
Female	105	99.1	43.5	45.9	9.4	1.2	10.6
Racial/Ethnic Group							
White	12	91.7	30.0	60.0	10.0	0.0	10.0
African American	205	99.5	50.6	39.2	8.0	2.3	10.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	200	99.0	43.6	43.6	10.9	1.9	12.8
Disabled	34	100.0	75.0	21.9	0.0	3.1	3.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	234	99.2	48.9	39.9	9.0	2.1	11.2
English Proficiency							
Limited English Proficient	16	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	218	99.1	48.9	40.3	8.6	2.2	10.8
Socio-Economic Status							
Subsidized meals	197	99.5	51.6	40.0	7.1	1.3	8.4
Full-pay meals	37	97.3	36.4	39.4	18.2	6.1	24.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	77	97.4	30.1	34.2	32.9	2.7	35.6
	4	90	98.9	30.1	49.4	20.5	N/A	20.5
	5	91	97.8	44.0	42.9	13.1	N/A	13.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	76	100.0	36.2	31.0	27.6	5.2	32.8
	4	79	100.0	29.3	41.4	29.3	0.0	29.3
	5	79	100.0	46.0	39.7	14.3	0.0	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	77	98.7	40.5	48.6	10.8	N/A	10.8
	4	90	100.0	38.1	51.2	7.1	3.6	10.7
	5	91	100.0	40.7	50.0	9.3	N/A	9.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	76	100.0	43.1	46.6	6.9	3.4	10.3
	4	79	100.0	32.8	41.4	22.4	3.4	25.9
	5	79	100.0	58.7	34.9	4.8	1.6	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	76	97.4	59.6	33.3	7.0	0.0	7.0
	4	79	98.7	50.9	33.3	8.8	7.0	15.8
	5	79	100.0	69.8	25.4	4.8	0.0	4.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	76	98.7	43.9	47.4	8.8	0.0	8.8
	4	79	98.7	24.6	52.6	19.3	3.5	22.8
	5	79	100.0	74.6	22.2	1.6	1.6	3.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 501)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.4%	Down from 4.8%	3.9%	3.0%
Attendance rate	95.5%	Up from 95.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	5.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	5.0%	3.2%
Eligible for gifted and talented	5.4%	Up from 4.8%	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.3%	Up from 4.9%	7.6%	8.2%
Older than usual for grade	1.6%	Up from 0.5%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 1.1%	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	48.8%	Down from 51.4%	50.0%	52.6%
Continuing contract teachers	70.7%	Down from 78.4%	77.4%	83.3%
Highly qualified teachers	94.7%	Down from 100.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.4%	0.0%
Teachers returning from previous year	85.6%	Down from 86.3%	83.5%	87.0%
Teacher attendance rate	95.1%	Down from 95.7%	94.9%	95.0%
Average teacher salary	\$39,915	Down 3.6%	\$40,411	\$41,703
Prof. development days/teacher	10.9 days	Down from 17.8 days	12.9 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 21.0 to 1	16.7 to 1	18.8 to 1
Prime instructional time	89.1%	Down from 89.4%	89.1%	89.8%
Dollars spent per pupil*	\$5,643	Down 4.6%	\$7,224	\$6,242
Percent of expenditures for teacher salaries*	77.4%	Down from 78.8%	63.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

William S. Sandel Elementary serves a very diverse population of 520 students. The ESOL population of 33 adds to the diversity. The Sandel instructional staff is dedicated to the utilization of the various district initiatives to improve student achievement. The initiatives include Principles of Learning, Standards in Practice, Balanced Literacy Approach to Reading, and Fred Jones: Tool for Teaching. They actively seek out other staff development opportunities and advanced degrees for professional growth and development. Sandel has three National-Board-certified teachers, and 100% of the instructional staff are highly qualified.

Sandel students have demonstrated continuing academic progress. In grade three, the percentage of students achieving proficient and advanced increased by 3.5 percentage points, fourth grade increased the percentage scoring basic by 11.1 percent, and fifth grade increased the percentage scoring proficient by 4.2 percent. Gains in student achievement are expected to continue due to the innovative and challenging programs and community partnerships.

The programs implemented to provide remediation and enrichment include Accelerated Reading and Math, STAR Diagnostic Reading Inventory, Math Renaissance Diagnostic Program, Boxer Math, SuccessMaker and Knowledge Box. Grades 3-5 integrate PACT Coach for Math, ELA, science, and social studies. To address students with academic plans and provide enrichment opportunities for students scoring basic and proficient an After-school Tutorial Program has been an ongoing strategy. The early bird Computer Wizard Club is designed to provide grades 3-5 additional time on individual programs in the computer lab.

Our ESOL program focuses on language acquisition for non-to limited-English- speaking students. The program has extended its focus to include assisting students with reading and writing skills.

Breakthrough to Literacy program is utilized in child development and kindergarten. The computerized program is designed to assist with the early development of reading skills. Reading Recovery and literacy groups continue to be utilized to assist first-graders identified as at risk in ELA.

The Character Education Plan requires instructional staff to embed character education in the social sciences, as well as provide lessons in conflict management and provide students with strategies to resolve conflicts peacefully.

Sandel continues to focus upon addressing areas for improvement, including ELA, math, science, social studies, and parent involvement. To accomplish significant improvement, sustained effort must continue from students, parents, and faculty.

Fae M. Young, Principal
Mary Pimpton, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	56	28
Percent satisfied with learning environment	67.6%	76.8%	75.0%
Percent satisfied with social and physical environment	79.4%	76.4%	60.7%
Percent satisfied with school-home relations	28.6%	89.3%	80.8%

*Only students at the highest elementary school grade level at this school and their parents were included.